**TEACHER NAME: GRADE LEVEL/CONTENT 1st Grade UNIT DURATION:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNIT: | | | | | | QUARTER: 4th Quarter | | |
| Key Standards Being Addressed | **Essential Questions** | | **DOK** | **Instructional Target/Learning Expectation** | | | | **Recommended**  **Strategies** |
| 1RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  1.RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  1RL.3. Describe characters, settings, and major events in a story, using key details.  *ODLS C3:PO1 I will describe a character in a short story.*  1RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  *ODLS C4:PO2 I will ask questions about cultural activities at school and home.*  1RL.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  *ODLS C2:PO4 I will speak in one word or simple sentence, i.e, noun + verb word order.*  1RL.6. Identify who is telling the story at various points in a text.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  1RL.7. 7 Use illustrations and details in a story to describe its characters, setting, or events.  *DHS C3:PO1 I will identify local historical sites and events.*  1RL.9 Compare and contrast the adventures and experiences of characters in stories.  *ODLS C3:PO1 I will describe a character in a short story.*  *DCBS C4:PO2 I will express and value my parent’s Dine way of life teaching.*  *DCBS C4:PO3 I will identify and appreciate the teachings of life surrounding the home.*  *DCBS C4:PO4 I will express and value my grandparent’s Dine way of life teaching.*  1RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  1RI.1 Ask and answer questions about key details in a text.  1RI.2. 2 Identify the main topic and retell key details of a text.  1RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.  1RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  1RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  1RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  1RI.7 Use the illustrations and details in a text to describe its key ideas.  1RI.8 Identify the reasons an author gives to support points in a text.  1RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  1RI.10 With prompting and support, read informational texts appropriately complex for grade 1.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  1.RF.1 With prompting and support, ask and answer questions about key details in a text.  1.RF.2 With prompting and support, identify the main topic and retell key details of a text.  1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  *ODLS C2PO4 I will speak in one word or simple sentences, i.e. noun + verb word order.*  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.  1.RF.3b Decode regularly spelled one-syllable words.  1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds.  1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  1.RF.3e Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  1.RL.3f Read words with inflectional endings.  1.RF.3g Recognize and read grade-appropriate irregularly spelled words.  1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  1.RF.4a Read on-level text with purpose and understanding.  1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  *ODLS C4:PO1 I will listen to and understand the Dine language in the home/school.*  1.W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  1.W.2. Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  1.W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  1.W..5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  DGS C4:PO2 I will follow directions.  1.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.  DGS C4:PO2 I will follow directions.  1.W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  DGS C4:PO2 I will follow directions.  1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  DGS C4:PO2 I will follow directions. | How can we connect details, characters, (describe) and text between stories to our own experiences? | | 1,2,3 | Identify meanings and details within a text.  Ask questions about meanings and details within a text.  Answer questions about meanings and details in a text.  Identify meanings and details within a story.  Identify central message/lesson of the story.  Retell story, including key plot points, details, and ideas.  Apply understanding of a central message, meaning, or lesson.  Orally demonstrate understanding of a central message, meaning or lesson.   * Define character. * Define setting. * Define major events. * Define key details.   ---------------------------------------------------------------------------   * Identify characters using key details. * Identify setting using key details. * Identify major events using key details. * Describe characters using key details, discern which details are important. * Describe setting using key details, discern which details are important. * Describe major events using key details, discern which details are important.   Identify words in stories or poems.  Identify phrases in stories or poems.  Identify the various senses. Identify feelings.  Recognize words and phrases that suggest feelings.  Recognize words and phrases that appeal to the senses.  Identify words and phrases in stories that suggest feelings.  Identify words and phrases in poems that suggest feelings.  Identify words and phrases in stories that appeal to the senses.  Identify words and phrases in poems that appeal to the senses.  Define fiction.  Define non-fiction.  Recognize characteristics of fiction.  Recognize characteristics of nonfiction.  Recognize fiction in different forms and presentations.  Recognize nonfiction in different forms and presentations.  Explain how a text for a story is different from a text written for information.  Recognize when the narrator is telling the story.  Identify the characters in a story.  Identify who is telling the story at various points.  Identify points of view of narrator and different characters in a story.  Recognize story characters.  Recognize story setting.  Recognize story events.  ------------------------------------------------------------  Use story illustrations and details to identify characters.  Use story illustrations and details to identify setting.  Use story illustrations and details to identify events.  Use story illustrations and details to describe characters.  Use story illustrations and details to describe setting.  Identify characters in a story.  ---------------------------------------------------------------  Identify similarities and differences of adventures and experiences of characters.  Compare/contrast details from stories about the experiences of characters.  Identify/understand key ideas and details with prompting and support.  Identify/understand craft and structure with prompting and support.  Comprehend key ideas and details with prompting and support.  Comprehend craft and structure with prompting and support.  Identify key details in an informational text.  Ask questions about the key details in an information text.  Answer questions about the key details in an informational text.  ----------------------------------------------------------  Comprehend key ideas and details with prompting and support.  Comprehend craft and structure with prompting and support.  Identify the main topic of a text.  Retell key details of a text.  Identify the key details of a text.Engage in group reading activities: key ideas and details.  Identify key details in an informational text.  Associate details with an individual, event or idea.  Describe the connection / relationship between the details within an informational text.  Describe the connection between 2 pieces of information.  Identify unknown words or words needing clarification.  Ask questions to determine meaning of words and phrases.  Describe the meaning of words and phrases, make new words.  Determine how to use different text features.  Identify key facts or information in a text.  Use various text features to locate key facts or information in a text. Write an informational/explanatory text in which they make a topic.  Identify pictures, illustrations, and words.  Identify information from pictures, illustrations, and words.  Identify whether information is provided in pictures/illustrations and by the words.  --------------------------------------------------------------------  Identify similarities and differences between information provided by pictures, illustrations, or words.  Identify details and illustrations in a text.  Identify key ideas in a text. Know how to describe ideas.  Discern key ideas in a text.  Describe key ideas in a text, using reference to illustrations and details.  Identify the reasons an author gives to support arguments or facts.  Discern details which support (serve as evidence) as compared to details and which do not.  Identify comparable points between two texts on the same topic.  Identify basic similarities between two texts on the same topic.  Identify key ideas and details. Identify craft and structure.  Comprehend key ideas, themes, and details independently.  Comprehend craft and structure independently.  Demonstrate comprehension.  Identify features of a sentence.  Use the distinguishing features of a sentence.  Recognize long vowel sounds. Recognize short vowel sounds.  Distinguish between long and short vowels in single-syllable words.  Recognize single-syllable words phonemes.  Recognize consonant blends.  produce single-syllable words by blending sounds (phonemes).  Produce single-syllable words by consonant blends.  Isolate initial, medial, and final sounds in single-syllable words.  Pronounce initial sounds in single- syllable words.  Pronounce medial sounds in single-syllable words.  Pronounce final sounds in single- syllable words.  Recognize common consonant diagraphs.  Know the sound produced by that consonant diagraph.  Decode regularly spelled one- syllable words.  Know the rules for final –e and vowel teams that form long vowel sounds  Know that words have syllables.  Identify that each syllable contains a vowel.  Identify the number of syllables in printed words.  Determine the syllable parts of a two-syllable word.  Know basic patterns to break words into syllables.  Read two-syllable words by using decoding and/or syllabication skills.  Recognize words with inflectional endings.  Distinguish between inflectional endings and words that may contain those same letters as common inflectional endings.  Read words with inflectional endings.  Recognize grade-appropriate irregularly spelled words.  Distinguish between words with spelling patterns and irregularly spelled words.  Read irregularly spelled sight words appropriate to grade level.  Identify and understand foundational reading skills  Identify textual purpose with understanding  Apply foundational reading skills  Determine the purpose for reading on-level text.  Identify oral reading with accuracy, appropriate rate, and expression on successive readings  Apply reading strategies for accuracy, rate and express  Read on-level text fluently and accurately  Read at the appropriate rate  Read with expression  Identify and understand foundational reading skills.  Identify textual purpose with understanding.  Apply foundational reading skills.  Determine the purpose for reading on-level text.  Identify oral reading with accuracy, appropriate rate, and expression on successive readings.  Apply reading strategies for accuracy, rate, and expression.  Read on-level text fluently and accurately.  Read at the appropriate rate. Read with expression.  Identify rereading as a strategy when confirming or self-correcting words.  Understand how context can help to confirm or self-correct word recognition.  Confirm or self-correct word recognition.  Confirm or self-correct word understanding.  Identify a topic or the name of a book about which to write.  Recognize and define opinion. Recognize and define closure.  ---------------------------------------------  Formulate an opinion of a book or topic and provide a reason for that opinion.  Provide a sense of closure for an opinion piece.  Write an opinion piece that introduces the topic or book.  Write an opinion piece, stating an opinion.  Write an opinion piece, supplying a reason for the opinion.  Write an opinion piece, proving a sense of closure.  Identify an informative/explanatory text.  Select a topic for an informative/ explanatory writing.  Determine supporting facts about a topic.  Determine an appropriate closure.  Write an informative/explanatory text, naming a topic.  Write an informative/explanatory text, supplying facts.  Write an informative/explanatory text, providing a sense of closure.  Choose an experience in which to write.  Identify two or more events of the experience and sequence appropriately.  Identify transitional words.  Identify details, transitions, closure, final thoughts.  Choose relevant details that correspond to a chosen event.  Reflect on identified event.  Apply appropriate transitional words in order to signal change of events in narrative.  Create relevant and elaborate details to support events of narrative writing.  Write a narrative, recounting two or more events and including supporting details.  Write a narrative, recounting two or more events and including transitional words.  Write a narrative, recounting two or more events and including a sense of closure.  Recognize how to focus on a topic.  Recognize how to respond to questions and suggestions from peers.  Recognize how to add details to strengthen writing.  Develop writing by focusing on a topic.  Develop writing by responding to questions and suggestions from peers.  Develop writing by adding details to strengthen writing.  Use basic digital tool skills.  Select the appropriate digital tools for producing and publishing writing.  Use technology to produce and publish writing individually and with peers.  Conduct shared research using various sources and tools.  Explore the format of a variety of texts.  Determine appropriate sources and tools to conduct shared research.  Distinguish the format of a variety of texts.  Participate in shared research and writing projects.  Write a research or investigative piece.  Identify a personal experience. Identify a source of information.  Gather information from more than one source to answer a question.  Answer a question using information from experience.  Answer a question using information from provided multiple sources. | | | | * Think Aloud Model * Teacher Modeling * Picture Walk * Literature circle * Echo reading * Making predictions * Q & A discussion groups * Guided Reading * Center Activities * Homework * Anchor Charts * Daily Writing * Responses * Whole Group Instruction * Shared Reading   Close Reading |
| Assessments (Formative & Summative) | | | | | | | | |
| *Formative:*  Observations  Exit/Admit Slip  Visual Presentation  Kinesthetic Presentation  Fist to Five  Individual Whiteboard | | | | | *Summative:*  Discussion  Learning/Response Logs | | | |
| Additional Standards  (RF,RL, RI, W, Speaking & Listening Language, and Native Language & Culture) | | | | | | | | |
| Reading Foundations: 1.RF.3b Decode regularly spelled one- syllable words.  1.RF.3c Know the rules for final –e and vowel teams  Reading Literature: 1RL.2. With prompting and support, identify the main topic and retell key details of a text.  Reading Information: RL.8 DOES NOT APPLY TO LITERATURE  RL.9 Compare and contrast the adventures and experiences of characters in stories.  Writing:  Speaking and Listening:  Native Language, Culture, History and Character: | | | | | | | | |
| Critical Vocabulary | | | | | | | | |
| Tier 1 | | **Tier 2**   * **Person** * **place,** * **Thing** * **Author** * **text** * **Presented** * **Punctuation** * **thoughts** * **feelings** * **ideas** * **Clearly** * **long** * **short** * **sounds** * **common** * **spellings** * **major** * **Vowels** | | | | | **Tier 3**   * **prompting** * **relationship** * **illustrations** * **Depicts** * **Identify** * **Support** * **similarities** * **differences** * **text** * **descriptions** * **procedures** * **sequence** * **specific** * **sequence** * **graphemes** * **audibly and** * **express** * **Associate** | |
| Resources (Common Core Standards Appendix B Lexile Grade Level Band:) | | | | | | | | |
| (Informational Text, Literature, Poetry):  Navajo Language Culture:  *ODLS C3:PO1 I will describe a character in a short story.*  Baby’s First Laugh  Baby learn About animals  Baby Learns About Colors  Baby Learns to Count  Baby Learns About Time  Baby Learns About Weather  Baby Learns About Senses  Baby Learns About Seasons  *ODLS C4:PO2 I will ask questions about cultural activities at school and home.*  Wisdom Weaver  My Mother’s Frybread  Black Sheep Big Books ( My family and The Dance)  *ODLS C2:PO4 I will speak in one word or simple sentence, i.e, noun + verb word order.*  Verb : Bingo Game  Dine Verbs  Navajo Language books for beginning readers.  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  Bidii  Thomas Doo Bikei  *DCBS C4:PO1 I will demonstrate ways to be thankful for my home and immediate family.*  Where I live  My Family  My family likes to work  White Nose the Sheep Dog.  *DHS C3:PO1 I will identify local historical sites and events.*  Manuelito Poster  History of Navajo Clans  Teacher’s Guide for Navajo Oral History  Navajo Changes-History of the Navajo People  Navajo History (by Ethelou Yazzie)  *ODLS C3:PO1 I will describe a character in a short story.*  Thomas doo’ Bik’ei  Father’s Boots  Proud to be a Blacksheep  Wisdom Weaver  BIDII  What does “died” mean  Ashii’s journey  *DCBS C4:PO2 I will express and value my parent’s Dine way of life teaching.*  My Family  Proud to Be Blacksheep  Father’s Boots  Beauty Beside Me  Alchini –Family Relationship Poster  *DCBS C4:PO3 I will identify and appreciate the teachings of life surrounding the home.*  *Thomas doo bikei*  *The Hogan*  *Where I live*  *Dii Shigan At’e’*  *Driving to Grandma’s House*  *My Family likes to Work*  *My family*  *Chxoshii doo bilii , Bucky*  *DCBS C4:PO4 I will express and value my grandparent’s Dine way of life teaching.*  *Shimasani, ha’atiish niya?*  *Grandma’s Plants*  *Johnny Lee & His Grandfather*  *Alchinini-Family Relationship Poster.*  *ODLS C3:PO2 I will use puppetry, acting and imitation to present information.*  *Three Little Sheep*  *BIDII*  Turkey and Giant  Johnny Lee Come & Play  Johny Lee and his Dog  Johny Lee Goes to School  Johny Lee and Family  Johny Lee and Baby  Johny Lee and His Hogan  *ODLS C2PO4 I will speak in one word or simple sentences, i.e. noun + verb word order.*  Verb : Bingo Game  Dine Verbs  Navajo Language books for beginning readers.  *ODLS C4:PO1 I will listen to and understand the Dine language in the home/school.*  *Cards Card Sets and Flashcards*  Bilingual Number Cards  Bilingual Color Cards  Navajo Alphabet Cards  Seasons  Shapes  Dine Bizaad Speak, Read, write Navajo  Home:  Navajo Arts and Crafts  DGS C4:PO2 I will follow directions.  Words That tell where and How  Reweaving Traditions-DVD | | | | | | | | |

J. Morgan

1st Grade Teacher-Na’ Neelzhiin Ji Olta, Inc.